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ABSTRACT

Suitable for those contemplating a program alternative to school suspension, this student handbook describes a special class for middle school students who have been removed from their regular classes because of serious behavior problems. Separate sections describe the nature of the class, reasons for the students' placement in the class, the daily schedule of the program, methods of earning privileges, rules, punishments, assignments, and grading. Additional materials include a student attendance form, a student information sheet, a handbook quiz, student essay topics, and procedure for repeated placement in the special program. This document was selected by the Association of California School Administrators Task Force on Public Confidence as descriptive of promising practices or exemplary projects worthy of highlighting for the California educational community. (LP)

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OPPORTUNITY CLASS

CASTLE PARK MIDDLE SCHOOL HANDBOOK

Checklist for students entering the O-zone.

1. Please sit at the Time Out desk at the back of the class.
2. Fill out the student information sheet.
3. Read and study the "O" Class handbook which includes:
   - A. Introduction
   - B. What is Opportunity Class?
   - C. Schedule
   - D. Privileges
   - E. Problems
   - F. Rules and Consequences
   - G. Assignments and Grades
4. Take handbook quiz.
5. Re-read school rules and write down the one or ones you disobeyed.
   Why do you think the school has this rule?
   Why did you choose to break it?

   Consider these questions carefully. You will be writing an essay that will answer these questions about your behavior and how it got you placed in "O" Class. I will explain how to write this paper later in the handbook. Remember, you are responsible for your actions. You put yourself in "O" Class.
6. When you are finished with your essay, notify the teacher by quietly raising your hand.
7. You will return to the middle of the class and sit in one of the desks that will be assigned to you.
8. You will keep a notebook. This notebook will be provided by the teacher. You will bring it to class every day. You will keep every paper, exercise, test and project you do in this notebook. Do not lose the notebook or your papers. When you have been assigned back to your regular classes, this notebook will be shown to your teachers. This is the only way you will be able to receive a grade for the work you have done in "O" Class. After all of your teachers have signed the paper showing me that they have seen your notebook, you will bring the notebook back to my class. No notebook, no grade.
9. If you have any questions, or wish to discuss something, please raise your hand.

CG 100 208

INTRODUCTION

You have just become part of a special class here at CPMS. The Opportunity Class is a place where you will catch up on your school work, practice good classroom and school behavior, earn back the privileges you have lost, and eventually prove that you are mature and responsible enough to return to the regular school program.

The assistant principal will assign you to "0" Class for a certain period of time, one week, two weeks, etc., depending on how serious the problem is or how many times you have broken the rules. At the end of your assignment, the assistant principal, counselor, "0" Class teacher and you will discuss your stay in "0" Class and decide if you have earned, by good behavior and hard work, the privilege of returning to your regular classes. If we feel you have not, you will stay in "0" Class for more time.

Your first assignment is to read this handbook carefully so that you will know what is expected of you.

You will be taking a quiz on the material in this book. If you have any questions, raise your hand and I will come to you.

WHAT IS OPPORTUNITY CLASS?

You have been assigned to "0" Class for a reason. If you have a question about the reason, please raise your hand. The reason is serious or you would not be here. Normally you would be suspended, but you are lucky and have been given a chance to

prove that you are mature and responsible enough to stay in your regular classes. The reasons we have a class like this at CPMS:

1. It can give you the opportunity of remaining in school rather than being suspended. (Being suspended means you cannot come on campus, see your friends, or have the opportunity of earning back lost privileges.)

2. A suspension goes on your school record. Being in this class keeps a suspension off your record. (Records follow you.)

3. If your problem is very serious and you are suspended, "0" class gives you the opportunity of catching up with work, and organizing yourself before you return to regular classes.

4. You have the opportunity to practice good behavior and cooperation in a classroom situation before you return to your regular classes.

5. You have the opportunity of doing your school work with the help of a teacher. (When you are suspended, you cannot come to school for help so you often fall behind in your school work.)

6. You have the opportunity to earn your way back into the regular program, possibly even shortening your stay in "0" Class and regaining privileges such as: nutrition break, regular lunch, passing periods, hall passes, assemblies, dances, sports, field trips, etc.

OPERATION AND PRIVILEGES

After you have finished your checklist and completed the handbook quiz, you are ready to join the class. Here is how we work.

Each morning you will go to your advisory. After your advisory, you will come to "0" Class for the rest of the day. First period we will work on English (spelling and vocabulary). I will have an assignment from your English teacher or use one of mine. Second period we will practice grammar and writing skills. There will be no nutrition break unless you earn it. (See next section on privileges.) You will remain in class and we will have SSR. SSR means we will have a good book that we will keep in class and read daily.

"0" CLASS SCHEDULE - SCHEDULE SEMESTER

Room 608

Mrs. Troncone

ADVISORY	PER. 1	PER. 2	NUTRITION	PER. 3	PER. 4	LUNCH	PER 5	PER. 6
8:15-8:23	8:28-9:16	9:21-10:09	10:14-10:23	10:28-11:16	11:21-12:09	12:14-12:44	12:49-1:37	1:42-2:30
			Earned break, not automatic			Supervised & Isolated		
Go to your own advisory	English	Writing	SSR	P.E.	Math		Social Studies	Elective

EACH PERIOD WILL BE TAUGHT LIKE A REGULAR CLASS.

Third period you will go to P.E. you will be in your class on time, suit-up and participate. Fourth period you will return to "0" Class for math. From math, _____ will take you to lunch. You will have lunch under the teacher's supervision. You will eat separately, away from the rest of the students. You will not talk to other students, leave the assigned "0" Class area, break rules, or be disruptive. This is one of the activities that will determine whether you will have nutrition break the next day.

You will return to fifth period and study skills that will relate to geography and social studies. Sixth period will be an elective period.

"0" Class will be run like a regular classroom. You will have class assignments and homework. You will be expected to practice good behavior, cooperation, and responsibility. If you do you will be able to return to your regular classes and earn back your privileges.

PRIVILEGES

Because of your immature behavior and lack of cooperation and responsibility, you have been assigned to "0" Class. Upon entering "0" Class, you have had all of your privileges taken away. You do not have a nutrition break, your lunch is separate and supervised, you do not have a passing period, you may not use the hall pass, you may not go to the library, assemblies, dances, field trips, and you cannot participate in sports.

You now have the opportunity to earn back these privileges by proving that you can follow directions, make mature decisions, be cooperative and show responsible behavior.

Look at the "0" Class Privilege Page. There are _____ behaviors that we expect from you daily. If you do this list each day, you can earn back new privileges.

For the first three days in "0" Class, there are not privileges. From the fourth day on, you can begin participating in earned privileges. The perfect days must be in a row.

_____ perfect days on the Privilege Page = Nutrition break

_____ perfect days on the Privilege Page = Regular lunch

_____ perfect days on the Privilege Page = Restroom pass

_____ perfect days on the Privilege Page = Back to regular class for elective project

_____ perfect days on the Privilege Page = Free period

_____ perfect days on the Privilege Page = Off of non-privileges list

_____ perfect days on the Privilege Page = Special field trip

_____ perfect days on the Privilege Page = Back to regular classes

*Remember, if you are absent, you cannot have a perfect day. Any unexcused absences, truancies, etc., means you start over.

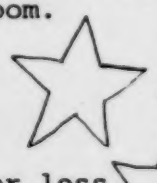
PROBLEMS

If it becomes necessary to refer you to the assistant principal for unacceptable behavior in class, this will be considered serious. Be prepared for the consequences. It could mean suspension, expulsion, detentions, extended stay in the opportunity class, and of course a conference with your parents. Obviously, this should be avoided.

Name_____

Date_____

1. Was in class on time.
2. Brought materials to class.
3. Had correct heading on all papers.
4. Turned in completed homework.
5. Completed class assignments.
6. Suited in P.E.
7. Participated in P.E.
8. Used good manners in class.
9. No writing on or mutilation of desk, texts or materials.
10. Displayed acceptable behavior and followed directions while being supervised at lunch.
11. Did not eat, drink or chew gum in the classroom.



11 means student may be dismissed to nutrition break the following day.

10 or less means student will remain in class for nutrition.

ATTENDANCE

LENGTH OF PLACEMENT _____ EXTENSIONS _____

WEEK	DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1						
2						
3						
4						
5						
6						

7b.

SCHOLARSHIP

GRADE _____

CITIZENSHIP

_____

RETURN TO CLASS

SIGN-OFF FOR NOTEBOOK

PERIOD 1 _____ PERIOD 4 _____

PERIOD 2 _____ PERIOD 5 _____

PERIOD 3 _____ PERIOD 6 _____

"0" CLASS RULES

All school rules are in effect while you are on campus, plus these rules also apply while you are a student in the "0" Class.

1. You are to be in your seat with all the necessary materials before the bell begins to ring.
2. There is to be no talking, physical contact, disruption, profanity, throwing of anything, disturbing others, eating, gum chewing, or time wasting. You are here to work!
3. Defacing or destroying any property will not be tolerated.
4. Write down all assignments and have them completed on time.
5. Follow directions.

REMEMBER - The teacher is boss!

CONSEQUENCES

Positive +	Negative -
1. Good learning environment.	1. Warning - remain seated after others leave.
2. Learning skill that will help in class.	2. 15 minute detention after school.
3. Earning privileges back.	3. A call home.
4. Returning to regular classes.	4. 30 minute detention.
5. Practicing behavior that will improve your citizenship grade in regular classes.	5. Referral to the assistant principal
6. Earning special events.	

REMEMBER - Positive behavior brings rewards, negative behavior brings punishment.

ASSIGNMENTS AND GRADES

After finishing the Student Information Sheet, this handbook, and a short quiz on its contents, you will write a short paper about the problem you had with the school rules. This paper will have the correct heading, the writing will stay between both margins, it will be in ink and the paper will be neat. When you finish all of these assignments, you will begin on our regular class work.

You should complete all the class assignments and the homework assignments each day for each subject. Papers are to be neat and complete and with the proper heading. All papers are to be turned in to your "0" Class teacher. She will grade them and they will be returned to you. You will keep all of these papers in a notebook. When you are assigned back to your regular classroom, you will take your notebook to each of your regular teachers. They are to review your notebook and sign your RETURN TO CLASS sheet. At the end of sixth period, you are to bring back the notebook and your RETURN TO CLASS sheet.

Your "0" Class teacher will assign you a grade which will be averaged in with your regular class grades. Your regular teacher, however, has the final authority to give you a grade. If they do not see your notebook, they will have no idea of what you have done or what grade you have for your time in "0" Class.

A daily record of your progress will be kept by the "0" Class teacher for your citizenship grade. You will be graded on all the behavior listed on the PRIVILEGE PAGE.

FINALLY

The Opportunity class was set up so that there would be an alternative for students rather than being suspended or having some other serious action taken. It is hoped that you will begin to think about your behavior in school so that further steps do not have to be taken.

Your success or failure in "O" Class depends upon your learning, caring, responsibility and cooperation. I hope that we can work together to begin to solve the problems that you have had in school. "O" Class is a punishment, but it is an opportunity to learn and practice the kind of behavior it takes to earn back your lost privileges.

"O" Class is not the place to spend the rest of the school semester. We hope to help you return to your regular classes for a successful school year.

STUDENT INFORMATION SHEET Name_____

1. Fill out your regular program.

Period	Subject	Teacher
1		
2		
3		
4		
5		
6		

Counselor_____

2. Telephone number_____
3. Address_____
4. With whom do you live (mother, father, aunt, guardian)?
   _____
5. What is the full name of the adult who is responsible for you? _____
6. How long have you lived in San Diego?_____
7. What language do you speak best?_____
8. What language do you read and write best?_____
9. What are the names of your friends who are now in the "0" Class? _____
10. Do you have any problems with anybody now in the "0" Class? If yes, explain. _____
11. Do you have any medical problems or take any medication that the teacher should know about?_____If yes, explain._____
    _____
12. Why are you here? What did you do?_____
    _____
13. Do you think you deserve to be put in the Opportunity Class? Explain._____
14. How does your family feel about you being in "0" Class?_____
    _____

15. What can <u>you</u> do to keep from having the same problems when you return to your regular program?_____
_____
_____

16. Are you unhappy about being placed in the "O" Class?_____
What is it that makes you like or dislike it?_____
_____

17. What adults do you get along with best in this school?_____
_____

18. What do you like to do in your spare time?_____
_____

19. Do you get along well with your family?_____. If not, what do you think some of the problems are?_____
_____
_____

20. Can you write down one goal that you would like to reach in the near future? What is it?_____
_____
Why is that important to you?_____

Now that your teachers have asked you all of these questions, do you have any questions that you would like <u>them</u> to answer?

1.
2.
3.

OPPORTUNITY CLASS HANDBOOK QUIZ

1. What is the name of your "0" Class teacher?_____
2. What is the first sheet you will fill out?_____
3. What are you going to write your essay about?_____
4. What do you do when you are finished?_____
5. You should spend most of your time in "0" Class doing what?
   _____
6. Where do you keep an assignment after doing it?_____
7. Where do you keep an assignment after it has been graded?
   _____
8. What materials should you always bring to class?_____
9. What is the Privilege Page for?_____
10. How do you get to go back to regular classes?_____
11. Who makes the decision that you are ready for regular class?
    _____
12. Why is it bad to be suspended?_____
13. Where do you go for advisory?_____
14. Where do you go the rest of the day.?_____
15. Do you get Nutrition break?_____
16. How do you earn Nutrition break or any other privileges?
    _____
17. Describe your lunch hour._____
18. How many days are you in "0" Class without any privileges?__
19. What is the fifth "0" Class rule?_____
20. What is the first negative consequences?_____
21. What is the last negative consequences?_____
22. What do you do with your notebook when you go back to regular class?_____

Total Number Correct_____

Note: Everything turned in should have this correct heading.....

First name last name
Class, period
Date
Page number/activity

TITLE OF ESSAY (MAKEUP YOUR OWN)

Your assignment is to write an essay telling about what you think caused you to be placed in "0" Class. Be sure to include the following information in your essay.

1. What event just happened to get you placed here?
2. What were some of the things that caused this event to happen?
3. Did you deserve to be put in the "0" Class? Explain.
4. What other kinds of problems have you had at school?
5. What could you do to improve things for yourself when you return to your regular classes?
6. How could you prevent yourself from being placed in the "0" Class again?
7. What are your plans for the future?

_____
Date

Dear _____,
Teacher

_____has been assigned to Opportunity
student's name
Class for _____. His/her assignment is
length of time
for _____

_____.
Behavior
On _____his/her behavior will be reviewed by
Date
the assistant principal, counselor, "0" Class teacher and the student. At that time the student will either be referred back to class or assigned an extension to "0" Class. You will be notified of the decision and the new date scheduled for the student's return.

Thank you,

Stephanie Troncone

Opportunity Class

_____
Date

Dear _____,
teacher

_____ has had his/her time extended in "0" Class. His/Her new release date is _____.
Date

The reason for the extension is _____
Reason
_____.

Thank you,

Stephanie Troncone

O-ZONE REPEAT PERFORMANCE

This is your second time in the Opportunity Class this year. Last year most of the "O" Class students were able to improve enough not to have to return.

Of the students who did return a second time, several were later suspended, sent to the district office, transferred to other schools, or got into trouble with the law. The point is that by being here a second time, you may be headed in the wrong direction. Unless you begin to figure out what your problems are and how you can solve them, you may be facing a difficult future, both in and out of school.

Your assignment this time is to write a 400-word essay about yourself from another person's point of view. You are to pretend you are one of your parents, teachers, friends, assistant principals, or whoever you want to be. Once you have decided who you are going to be, you are to start your story like this:

My name is _____. I
(name of person)
know _____ pretty well
(your name)
because I am his/her _____.
(relationship)
Let me tell you what this person is like.....

Now that the first 24 words have been written for you, continue writing this story as if that person is describing the "real" you. The paper might include such things as the way you look, the way you act, the things you like to do, your problems at school, the way you talk, the reason you do some of the things you do, how you get along with your family, the things in which you succeed or fail, and others. Begin your essay now on the following paper.

10/25/83

"O" CLASS

RE: SCOTT KOENIG

Scott has been in "O" Class for one week, with a three day extension. However, due to his serious effort to control his behavior during the extension, he was released a day early.

Scott's release does not mean that I believe he has gained permanent control of his behavior, it simply means that he attempted to earn, by contract, an early release, and I had to fulfill my part of the contract.

Scott is bright. (I have asked to have him tested and also referred him to Bob Prinze for psychological evaluation.) His immaturity and irresponsible behavior have continually gotten in his way. He is likeable and friendly and very cooperative when he has control of his behavior and totally disruptive and defensive when he doesn't. New situations bother him and can easily set him off. Once you can establish a rigid routine, he fairs better.

Scott did outstanding work academically. He is working at the 8+ in spelling and vocabulary. His sentences and paragraphs are excellent, with good sentence structure, spelling, and excellent word usage. He is working on decimal application in Unipacs. We practiced map skills and directions, check writing, alphabetizing, dictionary usage, and pre-tested in the GradSkills series. He needs to work on forms and letters for the competencies. He completed all class work and homework, and did it

beautifully. He wants to be a good student academically and takes great pride in compliments concerning academic achievement. He does well when challenged and loves working on logic and thought problems and puzzles. (Critical Thinking in Study Skills materials.) I used these as a reward, along with free reading. I found he is much more productive if he was kept working and gently pushed constantly. When he finished early, which he usually does, and had no other assignment, he fell apart. If I had another assignment ready or logic problems/puzzles, etc., all went well.

Scott does well seated by himself, close to the teacher. If he starts to fly off, a hand on the shoulder while you are addressing the rest of the class usually calms him down.

I am afraid I have not seen the last of Scott, but I feel that he is too bright and has too much potential for us to give up. His parents are extremely cooperative. You may reach Mrs. Koenig at 691-7338 (work) or 426-9300 (home). If I can be of help, let me know.

Stephanie Troncone

Date of Assignment 10/13 - 10/24

TEACHER Stephanie Troncone
Room_____
Phone_____

"0" CLASS EMERGENCY LESSON PLANS

1. Very important, read Castle Park Middle School "0" Class handbook. (See attached.) The class schedule is on page 4.

2. Students arrive after advisory. First period is scheduled as an elective; however, I suggest you begin with an academic class and run a very tight and structured class.

3. In order to discover who you will have in your class and what their names are, check in the roll book. Who is currently in your class can be determined by the check-in and check-out dates. If the student is absent or tardy, mark accordingly.

4. After roll, ask for any homework. You do not have to correct these materials, but place them in the homework box.

5. The following activities can be done in various orders, whichever you are most comfortable with. Remember, 3rd period is your prep. and this will help you get acquainted with some of the materials.

6. Follow spelling with 10 Steps Paragraph writing. These are at Station 2. The directions are attached to this lesson plan. Have student copy a paragraph at the appropriate level. If the student is new in the class, he/she should begin at level (blue). If the student has written a previous paragraph, the level can be determined by checking the Student Record of Composition in their folders. If next level. If there was 1 or more errors they write another paragraph at the same level. When the student has finished the paragraph, grade it and mark the number of errors at the bottom of the page. The student will then record it i his notebook. (See attached directions.)

7. Begin with a spelling exercise. The spelling exercise are in the box at Station 3. There are folders marked 5-1, 6-1 and 7-1. The spelling level of the student can be determined by checking in the student's notebook. (See attached). Have them do an exercise at the appropriate level and sequence, following the directions on the worksheet. When they are finished, grade the paper, record it on their record sheet and put the paper in their notebook. If you have time, give them a spelling quiz. If you do not have time, assign the words for homework and I (or you) will give the quiz first thing in the morning.

8. The students do not go out to nutrition break unless they have earned it. You can tell if they have earned the

privilege by looking at their privilege page. If they have three perfect days (all stars) they may go. If they don't, they stay in with you for SSR. That means you all read for the break. There is no talking, moving around, etc.

9. Third period is P.E. for the students and prep for you. They take their "0" Class P.E. pass from their folders and return it to you.

10. Fourth period can be math. I use Unipacs.* They are at Station 4. The appropriate level will be indicated in their folder or their Unipac record sheet. (see attached). They should work on a Unipac for approximately one period. If they finish, they can grade the exercises themselves. (on back of exercise page.) Please indicate on the record sheet which Unipac was finished. Upon completion of the Unipac, have students take the post test. (green sheet inside corresponding folder.) All keys in lower left desk drawer.

11. Lunch (see handbook). Mr. Roemmich will pick student up about 12:05 - 12:09. You should return promptly from second lunch as the students will be in the room waiting.

12. Fifth period can be used for working on the Individualized Cassette Learning Package at Station 5. Tape and worksheets are in the box. If there are Xerox copies, the students may write on the sheets. If they are the masters, three-way folds, have them answer on a separate piece of paper. Tape and worksheets are in the boxes. Be sure to check and see if they need other equipment. Post test are also in boxes.

13. Sixth period, this is also listed as an elective. If you feel in control and the class has behaved properly, you can work on an art project. They can draw, trace, color with pencils or felt tip pens. Art books on bookcase #1, colored equipment in upper right desk drawer. They can read Scope magazine and do puzzles, crosswords puzzles, etc.

14. If the students aren't in control, or if you would just feel better continuing with the academics, I will describe some of the other alternatives. Remember, any of these can be substituted for one of the above suggestions. The students are in here for discipline. The ideas is to practice basic skills that would help them in their regular classes.

Station 1 - The box at station one has exercises that apply to skills tested on AB 65. These exercises relate to Reading and Language Arts Competencies. You can have them choose an exercise, follow the directions and you can check it from the answer sheets in cupboard in the shelf box. All work is to be done on a separate sheet of paper and the finished exercise kept in the student's notebook.

Station 6 - This station emphasizes handwriting skills. The students all need practice in this area. Begin with exercise #1 unless the student has already done some

of these and has them in his notebook. If he does, choose the appropriate level.

Bookcase 1 - Dictionaries, Art books

Bookcase 2 - Scope magazines

Bookcase 3 - Literature books

Bookcase 4 - Competency exercise book in Spanish

Bookcase 5 - (On top) GradSkills 2,3, 4 & 5 would be good to work on as a group. Go over instructions orally and let the students do the exercise books individually. Correct work. (Answers are in cupboard in shelf box.)

(In bookcase) Study Skill student workbooks. These are workbooks that have been compiled by the district to practice certain study skills. The students might have done some of these in class. Ask. If most of them have not, do the book. These are skills that they are very poor in and the more practice they get, the better they will be. The teacher's guide and answer sheets to each of the workbooks is in the Big, black binder sitting next to my desk and on the short file cabinets.

In addition to these alternatives, you can choose a story from any of the Scopes, Readers Digest (Bookcase #7, bottom shelf), literature books (Bookcase #3 & 7) to read as a group, or you can read to them.

Variety is important to maintain interest. Structure is important to maintain discipline. It is a difficult class for you to walk in cold to, so I hope I have offered you enough information to help you handle and enjoy the class.

During the last 5-10 minutes of the class, please go over each student's privilege place. The stars are in the upper right-hand desk drawer. If the student has exibited the proper behavior in each of the areas, give him/her a star. If the behavior was not acceptable, leave it blank. If the behavior did not apply, put a red X in the box. (If there was no homework, for example.)

Any assignments that were not finished should be assigned as homework. Spelling words should be studied for quiz in the morning. Assigning a 10 step paragraph for homework is also a good idea.

THANKS AND GOOD LUCK!

* A Unipac is the yellow booklet behind the numbered folder, not the colored exercises in the folder.

OPPORTUNITY CLASS - ORIENTATION FOR NEW STUDENTS

I. Materials
   A. Time-out desk
   B. Tape recorder
   C. Papers in file box
      1. Handbook
      2. Student information sheet
      3. Opportunity Class handbook quiz
      4. Essay

II. Student Responsibilities
   A. Turns on tape
   B. Reads handbook
   C. Fills out student information sheet
   D. Finishes tape and handbook
   E. Takes handbook quiz
   F. Writes Essay

III. Teacher's Responsibilities
   A. Letter to six teachers, counselor, opportunity class teacher (8)
      1. Teacher fills out first letter
         a. Student's name
         b. Length of stay (see A.P. referral)
         c. Reason for stay (see A.P. referral)
      2. Student copies information on to rest of letters
      3. "0" Class teacher puts each letter in student's teacher's mailboxes
      4. "0" Class teachers copy placed in block notebook, upper right desk drawer
   B. Prepare student notebook
      1. Black notebook from cart
      2. Privilege Page (file drawer #1)
      3. Student information sheet
      4. Student handbook quiz
      5. Student essay
      6. Physical education record (file drawer #1)
      7. Assignment record sheets (discussed later)
   C. Diagnostic testing of student
      1. Spelling
         a. Student numbers 1-45 on piece of paper. Goes to recorder at Station #3. Put <u>Diagnostic Spelling Test</u> tape in. Take test
         b. Key on clipboard between bookends on filing cabinet next to desk. Numbers 0-8 indicate spelling level. Decide where to start student by group that has most incorrect words.
         c. Get spelling record sheet from first folder in box 0-8 at Station #3. Have student keep record sheet in notebook and circle appropriate spelling level

III. Teacher's Responsibilities (cont'd.)

2. Math
   a. Station #4, box on left. First folder contains diagnostic tests for current unit. (pink)
      (1) Have student tape test on Scantron Sheet (middle box, third folder)
      (2) Grade test (brown manila envelope, black folder, lower left desk drawer)
      (3) Student may miss 2 in group of 10. Student may miss 1 in group of 5. Miss more, student does Unipak. Miss less, no work in Unipak necessary
   b. Fill out appropriate record sheet
      (1) Middle box, first two folders
      (2) Yellow - 7th grade. Pink - 8th grade
      (3) X in front of Unipac or Power Pac indicates it must be completed
      (4) Put score in diagnostic box at top of current unit
      (5) Scantron record sheet is put in student folder
3. Competencies
   a. Book shelf #45 - GradSkill booklet - Writing Test. Do not write in booklet
   b. Answer key - top stacking tray on my desk
   c. If student misses one in any section, corresponding GradSkills booklet must be completed
   d. Student answer sheet put in notebook

IV. Second Student Placement in "0" Class
   A. Student writes essay
      1. 400 words
      2. Essay format (file drawer #1)
   B. Teacher prepares notebook
      1. Recover appropriate papers from previous student notebook (file drawer #2)
      2. Organize new notebook
         a. New privilege page
         b. New P.E. slip
         c. Old record sheet
         d. All assignment returnees to file drawer
   C. Letter
      1. Teacher and student prepare letters
      2. Letters placed in mailboxes

OPPORTUNITY CLASS PLACEMENT

Taking into consideration the variables involved with student discipline, the following must be considered in placing a student in Opportunity Class.

1. That Opportunity Class is a behavior modification tool.
2. Opportunity Class can have the law of diminishing return on student behavior.
3. The wide spectrum of in class and out of class problems require that a set of guidelines are needed, but that there be flexibility within those guidelines.

The following is a list of the major reasons for Opportunity Class placements and how they are to be dealt with.

Defiance

Constant classroom disruptions, failure to follow directions, poor attitude shall be dealt with as defiance.
All steps to be followed as per teacher handbook with the use of Opportunity Class at any point as determined by the Principal or Assistant Principal. Minimum 5 days Opportunity Class with evaluation at end of 5 days to determine if more time is needed.

Fighting or verbal confrontations

If determined not to be a suspension situation, a minimum of 5 days Opportunity placement to be issued.

Student Time Out

This is a flexible schedule depending on problem, minimum 3 days Opportunity Class.

Truancy

3 days of class plus 1 A.P. detention to be served during those 3 days. Failure to show for A.P. detention, double the time in Opportunity Class.

Missed Teacher Detention

Student will receive 1 A.P. detention plus note to be signed by parent and returned the following day.

Missed A.P. Detention

Student will receive 2 more A.P. detentions plus a phone call to parents.

Failure to make up all A.P. detentions could result in Opportunity Class or suspension.

Parent conference to be held.